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ABSTRACT

The effects of high intensity tutorial/enrichment treatments involving language arts process development were the major research concerns of a two-summer project designed to provide preservice and inservice teacher education students with training in the development of language arts processes and in planning for instruction corresponding to a child's diagnosed needs. Pretest reading inventories were given to 42 elementary school students during the first summer session and 61 students during the second session. The actual teaching periods lasted two hours each for 12 days, with each teacher having only two or three pupils. The emphasis was on the development of reading comprehension activities designed to help children increase meaning oriented reading behavior relative to pupil interest and need. The tutorial sessions concentrated on vocabulary development while the enrichment sessions expanded reading experiences. Posttests administered at the end of each session indicated that both the tutorial and the enrichment experiences resulted in significant improvement in reading accuracy and reading comprehension, with pupils becoming more meaning oriented in their reading processes. (HTH)

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AN ANALYSIS OF ELEMENTARY PUPIL READING ACHIEVEMENT WITHIN A HIGH INTENSITY TUTORIAL/ ENRICHMENT PROGRAM

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Problem

In order to provide a realistic teaching and learning environment for University of Texas at Arlington teacher certification graduate and undergraduate students, the Summer Adventure in Learning (S.A.I.L.) was conducted in the summers of 1978 and 19/9 and replicated during the summer of 1980. The primary focus of the SAIL Project was to provide high intensity treatment directed toward facilitating the development of language arts processes for certification students and for the children for whom they provided instruction. This program was designed to emphasize the following objectives:

1. To provide an experiential base for education courses.
2. To provide preservice and inservice teacher education students with training in the development of language arts processes, planning for instruction relative to the child's diagnosed need, and evaluation of the instructional plan.
3. To provide tutoring experiences for area school children.

The major research question was: What are the effects of high intensity tutorial/enrichment treatments involving language arts processes development?

Perspective

Intense concern regarding pupil reading achievement has been reflected in popular and academic publications. Part of the solution may lie within teacher education programs. The SAIL Program provides concrete teaching experiences for undergraduate and graduate students within a university setting. Recent project research (Martin, Frataccia, and Brooks, 1981; Martin, et al, 1979) revealed that elementary pupils gained significantly in reading comprehension and accuracy as a result of specific language arts experiences. Teacher education students not only learned how to deliver diagnostic based lessons, but also gained language arts teaching competencies.

Recent studies (Martin, 1977) have reported significant relationships between reading achievement level and reading process clarification. Further, teacher concept of reading processes have been related to expectations of reading performance. Scott (1979) concluded that teachers and their pupils view the reading process in significantly different ways. Therefore, treatment was designed to orient the student as well as the pupil to a meaning-oriented concept of the reading process.

Methods

Instruments. The Gilmore Oral Reading Test (GORT)(Gilmore and Gilmore, 1968) and the Concept of Reading Inventory (CRI) (Edwards, 1960) were administered in a pretest/posttest format to elementary tutorial and enrichment pupils.

Treatment. The length of treatment was twelve days during each summer session for two hours each day. High intensity treatment was characterized by 1:2 or 1:3 teacher pupil ratio. Treatment emphasized development of language arts processes. The emphasis was on the development of reading comprehension activities designed to help children increase meaning oriented reading behavior. During both sessions lessons were designed relative to pupil interest and needs. The tutorial session reflected more attention toward vocabulary development while the enrichment session reflected attention toward expanded reading experiences.

Procedures

Preservice educators administered Form C of the GORT and Form A of the CRI during the first two days of each summer session. After eight days of instruction they administered Form D of the GORT and Form B of of the CRI. Data were collected from forty-two elementary tutorial pupils in the first summer session, and sixty-one elementary enrichment pupils in the second summer session.

Results

Table 1 compares GORT pretest scores with the posttest scores for the forty-two pupils enrolled in the first summer tutorial session. Table 2 compares GORT pretest scores with the posttest scores for the sixty-one pupils enrolled in the second summer enrichment session. Both the tutorial and the enrichment experiences resulted in significant differences in reading accuracy ($p < .001$) and reading comprehension ($p < .001$).

Tables 3 and 4 compare CRI pretest scores with the posttest scores for the first and second summer sessions. According to the CRI, pupils made significant changes ($p < .001$) in their scores. Pupils became more meaning-oriented in their concepts of the reading process.

TABLES 1, 2, 3, 4

TABLE 1

COMPARISON OF GORT ACCURACY, COMPREHENSION AND RATE PRETEST AND POSTTEST SCORES FOR FIRST SUMMER SESSION TUTORIAL TREATMENT (N = 42)

Variable		Mean	SD	df	t value
ACCURACY	Pretest	4.3667	1.923	41	-5.24***
	Posttest	5.1143	2.182		
COMPREHENSION	Pretest	5.5119	2.755		
	Posttest	6.5405	2.547	41	-4.10***
RATE	Pretest	81.4286	29.831		
	Posttest	88.6905	34.209	41	-1.66

***Significant at the $p < .001$ confidence level.

TABLE 2

COMPARISON OF GORT ACCURACY, COMPREHENSION AND RATE PRETEST AND POSTTEST SCORES FOR SECOND SUMMER SESSION ENRICHMENT TREATMENT (N = 61)

Variable		Mean	SD	df	t value
ACCURACY	Pretest	4.7705	2.758	60	-5.31***
	Posttest	5.3590	2.740		
COMPREHENSION	Pretest	5.2032	2.672	60	-4.71***
	Posttest	6.2081	2.802		
RATE	Pretest	87.1147	40.097	60	1.29
	Posttest	83.5246	35.889		

***Significant at the $p < .001$ confidence level.

TABLE 3

COMPARISONS OF CONCEPT OF READING INVENTORY (CRI) SCORES FOR FIRST SUMMER SESSION TUTORIAL TREATMENT (N = 42)

Variable		Mean	SD	df	t value
MEANING	Pretest	8.9286	3.744		
	Posttest	11.2619	4.197	41	-4.72***
FORM	Pretest	11.0714	3.744	41	4.72***
	Posttest	8.7381	4.197		

***Significant at the $p < .001$ confidence level.

TABLE 4

COMPARISON OF CONCEPT OF READING INVENTORY (CRI) SCORES FOR SECOND SUMMER SESSION ENRICHMENT TREATMENT (N = 61)

Variable		Mean	SD	df	t value
MEANING	Pretest	9.1803	4.237	60	-6.31***
	Posttest	12.6557	4.768		
FORM	Pretest	10.8197	4.237	60	6.31***
	Posttest	7.3443	4.768		

***Significant at the $p < .001$ confidence level.

Implications

A high intensity treatment utilized in a tutorial and an enrichment instructional setting has positive effects upon producing pupil achievement gains in reading. In addition, high intensity treatment coupled with the development of a meaning-oriented concept of reading appears to be an effective instructional technique.

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MEMORANDUM TO: Deans, Directors, Departmental Chairpersons, Administrative Offices, Faculty

SUBJECT: Meetings of University Organizations, 1981-82

To assist in scheduling meetings and activities for the year, the following list of meeting dates has been compiled. We hope that these dates will be helpful to you as you plan your activities.

Administrative Council - Thursday, 2:15 p.m., Conference Room 4, Davis Hall,

September 10
February 4

General Faculty Meeting - Thursday, 4 p.m., A-1 Classy Theater, Activities Bldg.

September 17
April 22

Undergraduate Assembly - Tuesday, 2:15 p.m., Conference Room 4, Davis Hall

September 22
October 13
November 17
February 9
April 13

Graduate Assembly - Thursday, 2:30 p.m., Conference Room 4, Davis Hall

October 1
November 19
January 28
April 22

Faculty Senate - Wednesday, 2:15 p.m., Conference Room 4, Davis Hall

September 30
November 4
December 2
February 3
March 10
April 28

W. H. Nedderman
President

WHN:fb

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